

Kentucky Teacher

New Laws Make Important Changes in Kentucky Public Education

During its 1998 legislative session, the Kentucky General Assembly passed a number of laws that have a direct impact on elementary and secondary public education. On this page and continuing on Pages 3 and 4, *Kentucky Teacher* presents an overview of some of those laws, with special attention to those likely to be of greatest interest to teachers.

For a complete summary of all education-related legislation passed during the 1998 session, contact the Department of Education's Office of Legal Services, 500 Mero St., Frankfort, KY 40601; sdouglas@kde.state.ky.us; (502) 564-4474.



Assessment and Accountability

HB 53

Phase I: Conclude the current accountability cycle (1997-1998).

- Administer KIRIS in the 1997-98 school year as currently designed.
- Distribute \$27 million in rewards to certified staff in improving schools.
- Reclassify to "in decline" those schools designated "in crisis" based on data obtained in Accountability Cycle 2 or 3.
- Require schools failing to reach goals to develop improvement plans, and make them eligible for school improvement funds; permit them to request advisory assistance. Permit parents of students attending schools that would have been classified "in crisis" to transfer to a successful school.

Phase II: Implement an interim Assessment and Accountability System (1998-2000).

- Require the state board to establish a formula for school accountability with an improvement goal set for each school for the 1998-99 and 1999-2000 school years using academic and nonacademic components administered consistently during 1996-2000.

- Reward schools that exceed their threshold and have an average annual dropout rate below 8 percent.
- Require schools failing to reach their improvement goal to develop improvement plans, and make them eligible for improvement funds. Conduct a scholastic audit of certain schools failing to reach their goals. The audit team may recommend school improvement planning, improvement funding or highly skilled assistance.

Phase III: Begin full implementation of the new assessment and accountability system (starting in 1998-99).

- The state board, with advice from specified organizations, is to develop a new accountability formula. The assessment and nonacademic components in 1998-1999 and 1999-2000 serve as the baseline for the new accountability system. The first accountability determination is made after the 2000-2001 and 2001-2002 school years.
- Consequences may include a scholastic audit process to determine the appropriateness of the classification, school improvement planning, improvement funding, highly skilled assistance, evaluation of school personnel and student transfer to successful schools.



Photo by Rick McComb

Montez Bell, age 9, points to words as he and 7-year-old Mickey McMichael read together. Both are students at Minors Lane Elementary in Jefferson County.



School Safety

HB 330

— Establishes a Center for School Safety for school safety research, program development, and technical assistance; requires appointment of board of directors by July 15, 1998. Establishes grant processes to assist local districts and schools in the development of programs and approaches to work with troubled, disruptive or academically at-risk students. Requires each school district to assess school safety and discipline during 1998-99 and develop safety/discipline strategies by May 15, 1999. Establishes grants for alternative education programs and innovative programs addressing school safety issues.

Requires the Department of Juvenile Justice, by Aug. 1, 2000, based on general fund appropriations, to provide a day treatment program accessible to each school district in each judicial region.

SEEK add-on funds generated due to the number of at-risk students may be used to pay a hazardous duty pay supplement as determined by the local school board to teachers who work in alternative programs with students who are violent or assaultive.

Requires each local board of education to formulate a code of acceptable behavior and discipline to apply to all students; requires each school council to implement appropriate discipline and classroom management techniques to carry out the code.

Requires districts to provide educational and intervention services in an appropriate alternative program to any student expelled from school unless there is danger to other persons and placement in a state agency treatment program is not possible.

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COMMISSIONER'S COMMENTS

By Wilmer S. Cody, Commissioner of Education



In Kentucky Classrooms, All Truly Means All

The 4th-grade teacher had just learned that, for the first time in her career, her student roster would include two students with disabilities. Her reaction was immediate.

"I was terrified!" she recalled. "How was I supposed to cope with the needs of these two students and the other 20? Will I be able to teach them? Will I be getting any help? Will I be trained to meet their needs?"

Perhaps many teachers have similar reactions the first time students with diverse needs come to their general classrooms. Even with support from a special education teacher, parents and other sources, these teachers might feel unprepared to meet the needs of the students.

The irony is that teachers meet unique needs in their classrooms every day. They tailor their teaching using strategies that range from simple (such as giving a student five extra minutes to complete an assignment) to complex (such as arranging for a biologist to mentor a student). They flex their instruction while maintaining high expectations, supporting each student in setting and accomplishing goals.

Still, they sometimes doubt their ability to work effectively with students identified as having disabilities. Those teachers would do well to talk with others who have successfully included students with disabilities and who have seen benefits to having them in their general classrooms.

One teacher spoke of those benefits this way: "Students with special

needs are exposed to more challenging learning situations, and nondisabled students see that it is okay to be different and that we all learn differently."

This is the goal of inclusion: to adapt the classroom environment, instruction and assessment so *all* students — with and without disabilities — can participate and benefit.

Students with disabilities have the same right as any other student to be members of the general education classroom. Kentucky's conviction that all children can learn, our commitment to high-quality education and our assessment on core content suggests that Kentucky values all children and perceives inclusion to be natural and necessary. In addition to Kentucky's commitment, federal law (the Individuals with Disabilities Education Act) requires that students with disabilities have the same access to the curriculum, learning opportunities and extracurricular activities as all other students.

Some students have needs that require instruction and attention in places other than the general classroom. The goal of such instruction and attention must always be to prepare these students for participation with peers and the community to the fullest extent.

The truth is, effective teaching is effective teaching. It starts with individual students where they are — focusing on their abilities, not their disabilities — and takes them where they can go.



One Teacher's Experience With Inclusion

Successful inclusion requires collaboration among general and special education teachers (see Pages 5-13), administrators and the parents of students with special needs. The most effective inclusive programs involve students as collaborators, too. This example from one Kentucky teacher demonstrates how classmates can help students with special needs and the important life skills they can learn in the process.

Jerry ... was like any other middle school boy. He liked to talk, disliked homework and liked pretty girls. The "diagnostic" characteristics that identified Jerry as having a moderate mental disability didn't separate him from his peers. However, his behavior did.

Jerry didn't have the ability to differentiate between helpful advice and malicious or mischievous suggestions. He was often led into displaying unacceptable behaviors or taking risks that were inappropriate. These behaviors began to lead to ridicule, a loss of his self-esteem, conspiring among classmates and a lack of class focus during instruction.

Keeping in mind that I could not allow instruction to be interrupted, I asked Jerry to run some errands and then laid it on the line for my class. I explained that Jerry was participating in our class so that he could learn social skills and peer-appropriate behaviors. I asked the class to evaluate our success to this point and to brainstorm some of our problems and choices. The students were quick to identify the behaviors that detracted from the class and even took responsibility for several. It came down to one basic question or choice: How could the class function constructively with Jerry present?

I am proud to say strong arguments were made that Jerry should remain with the class. Students didn't believe "it was right to shut kids away all day by themselves." They believed Jerry could learn more from them and that they could monitor students who improperly influenced Jerry's actions. The class took ownership for their behavior, and the instruction took on a new tone. No longer was distracting "class clown" behavior encouraged. Students began to redirect energy that had previously been drained from our lessons, and the class blossomed.

From "Kentucky Classrooms: Everyone's Welcome — A Practical Guide to Learning and Living Together" (see note below)

The teachers' quotes on this page are among many teacher, parent and student quotes (most unattributed) found in "Kentucky Classrooms: Everyone's Welcome — A Practical Guide to Learning and Living Together," published in 1996 by the University of Kentucky-affiliated Human Development Institute. To request a copy, phone Preston Lewis at the Kentucky Department of Education, (502) 564-4970, or send e-mail to plewis@kde.state.ky.us.

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Requires that, if a principal has a reasonable belief that a student has committed certain acts of assault or kidnapping, sexual offense, possession of a firearm in violation of the law, or possession of a controlled substance on school property, the principal shall report the act to a local law enforcement agency.

Amends KRS 160.345 to add language relating to the school council's role in developing discipline and classroom management techniques as a part of a comprehensive school safety plan.

Requires that certain criminal records be made available to school transportation personnel.

Amends KRS 610.345 to add language requiring the release of notice of adjudication to school representatives having responsibility for classroom instruction of the child; requires that the adjudication records of any student convicted as a violent offender or felon be released to the school principal within five days of the order.



Budget

HB 321 — The "Budget Bill" for 1998-2000 includes the following provisions on school-based decision making: A parent representative on the council may be an employee of another school or a relative of an employee of another school. A teacher who is not a resident of Kentucky may be a representative on the school council. Each school council shall adopt a policy to be implemented by the principal relating to the procedures to assist the council with consultation in the selection of personnel by the principal, including but not limited to meetings, timelines, interviews, review of written applications, and review of references.



Professional Development

HB 536 — Requires the district professional development coordinator to disseminate professional development information to schools and individuals and to provide technical assistance as requested; requires the coordinator to participate in Department of Education annual training; requires the department to provide or facilitate optional professional development programs for certified personnel based on statewide needs of teachers and administrators, and allows the programs to include classified staff and parents when appropriate.

Requires that in planning the use of the four professional development days in the school calendar, priority shall be given to programs that increase teachers' understanding of curriculum content and methods of instruction appropriate for each content area based on individual school plans; provides that up to one of the four days may be used to provide training mandated by state or federal law, but that only employees identified in or affected by the mandate shall be required to attend.

Provides that a local school board may approve a school's flexible professional development plan that permits teachers or other certified personnel within a school to participate in professional development activities outside the days scheduled in the school calendar or the regularly scheduled hours in the school work day and receive credit toward the four-day professional development requirement within the minimum 185 days that a teacher shall be employed. Requires that this flexible schedule option be reflected within the school improvement plan or consolidated plan and approved by the local board; provides that credit for approved professional development activities may be accumulated in periods of time other than full-day segments.



School Technology

SB 230 — Requires a state board regulation to prevent sexually explicit material from being transmitted via any video or computer system, software or hardware products, or Internet service managed or provided to local schools or districts; requires each district and school to use the latest available filtering technology to ensure that sexually explicit material is not made available to students; requires the Department of Education to make available to school districts and schools upon request and without cost, state-of-the-art software products that enable local districts and schools to prevent access to sexually explicit materials; requires each district to establish a policy regarding student Internet access.



Meeting Special Needs

HB 519 — Establishes the Kentucky Special Education Mentor Program to be implemented by July 1, 1999, to select, train and assign highly skilled educators in special education to local school districts and schools not in compliance with state and federal laws and regulations.

Requires school districts and schools not compliant with state regulations regarding services to exceptional children to submit improvement plans for state approval.

Requires the department to provide a statewide special-needs professional development program during 1998-99 and 1999-2000.



Literacy

SB 186 — Establishes the Early Literacy Incentive Fund to improve the reading skills of primary students reading at low levels. Provides grants to schools to implement reliable, research-based reading models.

Requires establishment of the Collaborative Center for Literacy Development to develop a demonstration and training site for early literacy at each public university.



Student Religious Liberty and Free Speech

HB 2 — Clarifies religious liberty and free speech rights of students; prescribes rights of students to participate in various religious activities at school (subject to certain conditions); prohibits school district employees from encouraging any religious or anti-religious activity.



Student Dropouts/Truancy

HB 900 — Removes the 60-day withdrawal notice requirement prior to the effective date of the student dropping out of school; still requires written notification of the withdrawal from the student's parent, guardian or other in-state person having charge of the student, and requires the parent and student to attend a one-hour counseling session with a school counselor on potential problems of non-graduates.

Defines truancy as tardiness for three or more days without a valid excuse; permits the local school board to adopt policies on student compliance with laws and make-up of unexcused absences and to impose sanctions for non-compliance.



Primary Program

HB 484 — Puts into statute standards regarding the primary program contained in the 1996-98 Budget Bill; defines Primary Program and describes the critical attributes for the program.

Requires that each school determine the organization of its Primary Program, including the extent to which multiage groups are necessary to meet individual student needs; allows taking into consideration the necessary arrangements for students attending part time and allows for grouping of students attending their first year of school when determined to be developmentally appropriate.

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School to Careers System

HB 724 — Establishes a School to Careers system as the overall system for career-related programs such as School-to-Work, Tech Prep and High Schools That Work; establishes a state grant program to provide matching funds to school districts and to consortia of school districts to assist in the development and implementation of School to Careers. Establishes a statewide advisory group.



District Superintendents

HB 104 — Deletes prohibition against an acting local school district superintendent from being appointed to the position of superintendent.



Teachers' Salaries

HB 469 — Requires local school districts to provide a cost-of-living increase for certified staff that equals or exceeds the percent increase in the consumer price index or the base funding level in the SEEK program, whichever is less.



Criminal Records Check

HB 714 — Amends KRS 160.380 to require a national and a state criminal history check on all new certified employees; requires a state criminal background check on all classified initial hires; specifies the grounds for certificate revocation by the Education Professional Standards Board.



Local School Board Members

HB 151 — Deletes as a basis for removal from a local school board, becoming a candidate for nomination or election to certain offices that would have rendered the person ineligible before election to the school board.



School for the Blind/School for the Deaf

HB 237 — Amends KRS 167.015 to establish the Kentucky School for the Blind and the Kentucky School for the Deaf as state educational resource centers to provide technical assistance and resources to educational agencies and parents; permits both schools to enter into collaborative agreements with local school districts and other public and private agencies to provide programs to students.



Retirement

HB 532 — Defines "final average salary" for members with 27 years of service and at least 55 years of age as the three-year final average salary; excludes salary supplements of distinguished educators from the calculation of "annual compensation"; requires that all new retirees on or after July 1, 1998, receive monthly annuity checks by electronic transfer.

Requires the Kentucky Teachers Retirement System Board to provide health insurance to eligible retirees age 65 and older, and permits the KTRS Board to provide health insurance for retirees under age 65; clarifies that retired teachers may participate in the same insurance plans offered to active and retired state employees; provides an additional 1.5 percent cost of living adjustment to retired members in each year of the next biennium.

Provides that KTRS members who have at least 20 years of service credit may purchase up to 5 years of previously unqualified service by paying 100 percent of the actuarial cost; effective July 1, 1998.



HB 257

Permits an active KTRS member to purchase credit for services in a federal Head Start agency.

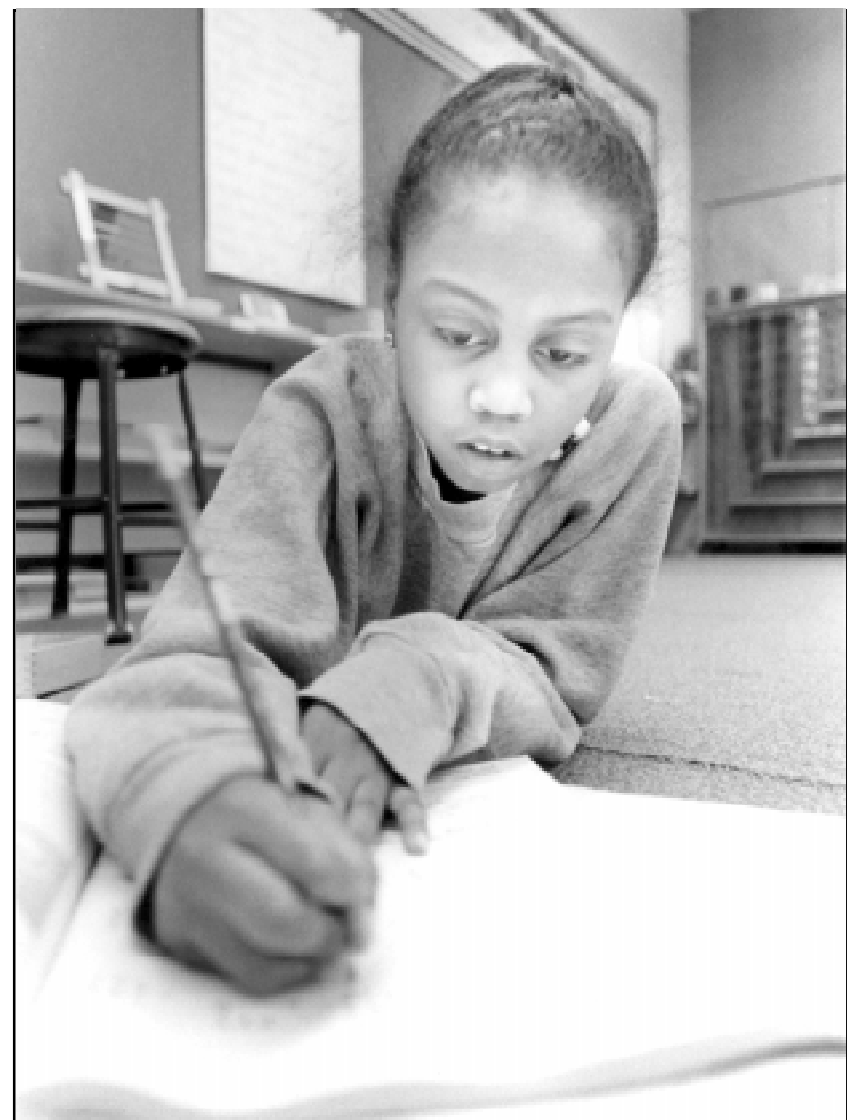


Photo by Rick McComb

GETTING COMFORTABLE WITH MATH — Britteny Graves stretches out on the floor to work on a mathematics assignment at Kennedy Montessori Elementary School in Jefferson County.

Mathematics Portfolios: Not in Accountability

Over the past two years, the Kentucky Mathematics Portfolio Advisory Committee has substantially redesigned the mathematics portfolio. Although the mathematics portfolio will NOT be part of Kentucky's new assessment and accountability system, many teachers have reported benefits of using portfolios. Therefore, the Kentucky Department of Education will support the *voluntary* use of portfolios for instruction and classroom assessment.

The portfolio's problem-solving activities provide teachers a way to combine basic skills, mathematical concepts and investigation of connections among math topics. A major improvement has been the emphasis on mathematical communications in the form of charts, graphs, tables and symbolic notation accompanied by reduced use of narrative and revisions.

Next fall, regional training will be available to familiarize teachers with the revised portfolio procedures. In addition, a limited number of schools may apply for an in-depth professional development series focused on the alignment of curriculum, instruction and assessment strategies in mathematics.

Professional development opportunities will be listed in the August issue of *Kentucky Teacher*.

All Means All in Kentucky's Premise That 'All Students Can Learn'

By Fran Salyers
Kentucky Department of Education

A general classroom teacher in Eastern Kentucky writes:

When Angela first started coming into my classroom, she had to be physically pulled inside. She was terrified of the students, the unfamiliar surroundings and me. She would stay a few minutes and become so agitated that she would have to be removed. Then gradually, day by day, she explored the classroom environment and the people within it, and her time spent productively began to increase. She started to enjoy coming in. The roles reversed, and she began to pull her support teacher toward my room instead of away from it.

Angela now spends approximately six hours a day in the general classroom setting. She goes to ... music, art and physical education with the other students. She is actively involved in all learning activities. She likes to work alone, but she has worked in a cooperative group during science. She works on math and language skills, and she can operate a calculator and the computer with assistance. She is compiling her own portfolio. She proudly writes her name on all of her work and demonstrates pleasure with her successes.

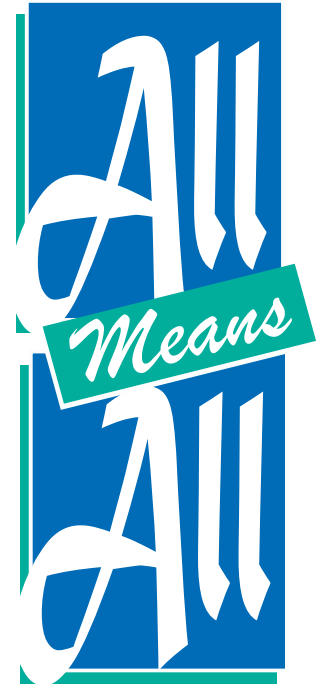
Most of the work that Angela does has to be modified and adapted to meet her needs, but she is learning and progressing with every activity. The special teachers who work with Angela have done a wonderful job collaborating and working with me. Together we have made a great difference in Angela's life.

Although this teacher's report is brief, it exemplifies what Kentucky's public education system is all about: equal opportunities for learning and success for *all* students. This teacher (unidentified in the publication in which the vignette originally appeared) demonstrates the concepts of "inclusive education" and "teacher collaboration" and the roles they play in meeting students' needs.

Inclusive education brings students with special needs into the general classroom to the fullest degree possible to learn and grow with their peers. Why? In the Spring 1998 issue of its publication, "Counterpoint," The National Association of State Directors of Special Education answers this way: "National research has indicated that students with disabilities perform higher in academic and social areas, retain information longer, and experience greater success in postsecondary life when they are provided appropriate education opportunities, particularly when those experiences were with same-aged peers and within the general education environment."

Teacher collaboration brings general teachers and special education teachers together to plan approaches, adaptations and strategies for teaching students with diverse abilities in the general classroom. The Kentucky Learning Goals and Academic Expectations define what all students, including students with disabilities, should know and be able to do as they progress through courses of study in public schools. General and special education teachers work together using the goals and expectations as the framework for planning instruction for students with disabilities. Those students are served well only when their instruction is anchored in Kentucky's general education curriculum and in the expectations Kentucky has for all students.

The following 12 pages of this issue spotlight a few of Kentucky's many examples of effective inclusion and collaboration. Also included are some nuts-and-bolts facts to guide teachers, school staff, school councils and parents in boosting their successes in meeting diverse learning needs.



The story of Angela was excerpted from "Kentucky Classrooms: Everyone's Welcome — A Practical Guide to Learning and Living Together," published in 1996 by the Human Development Institute. To request a copy, phone Preston Lewis at the Kentucky Department of Education, (502) 564-4970, or send e-mail to plewis@kde.state.ky.us.



Photo by Rick McComb

RECALLING GOOD TIMES — Brian Pusey and his classmates at Wilkerson Elementary in Jefferson County use portable word processors to write about their favorite memories. Teacher Karen Ender says the project encourages Brian and other students with special needs to write creatively.

Accommodations Support Learning for All

Has anyone actually seen a book that states “all children learn at exactly the same pace, to the same level, at the same time in their development”?

by Anne Moll
Kentucky Department of Education

Anne Moll is an exceptional child consultant in the Instructional Strategies Branch of the Division of Professional Development. She was a classroom teacher for eight years and has worked on behalf of people with disabilities for more than 22 years. Moll leads the department's Collaborative Teaching Model Training Project, which focuses on the design, delivery and evaluation of instruction for all students within the general education setting.

Tradition has erroneously suggested that all “normal” students learn at the same pace, to the same level, at the same time in their development. Every good teacher knows this is not the case. Students learn at rates as different as one snowflake is from all others.

Effective educators have always instinctively addressed the uniqueness of each student as part of the *natural* and *necessary* requirements for teaching. They do whatever it takes to engage students in learning, from actions as simple as giving a student five extra minutes to finish an assignment or as extravagant as dressing as Macbeth to pique students' interest in Shakespeare.

If we truly believe *all* children can learn, it is natural and necessary that educators make accommodations to support the success of any student who has a documented learning need (for example, a disability in reading, a vision or hearing problem, or a physical disability). To accommodate is to *adapt, provide, serve, harmonize or integrate*. As educators, we must think about designing instruction and assessment to ensure that every student learns and benefits from educational experiences.

The intent of educational accommodations is to build a student's opportunity for success without tearing down the intensity and integrity of instruction or assessment. For most students with diverse learning needs, providing accommodations requires simple changes to the environment, instruction or assessment routine — changes that normally might not be part of the plan but *are necessary* for an individual student's success.

Effective accommodations are based on the student, the content or skill to be learned and the learning environment. For some students, only one type of accommodation might be necessary; for others, complex needs may require several types of accommodations.

For students who have Individual Education Programs (IEPs — see Page 12), a multidisciplinary committee known in Kentucky as the Admissions and Release Committee (ARC) identifies accommodations necessary for the students to meet specific goals and objectives within the specially designed instruction of the IEP. By doing so, the ARC is committing to instructional experiences that will *provide* appropriate opportunities for learning, *serve* the unique needs of the student, and *harmonize* skills and content with the student's lifelong learning.

The Kentucky Department of Education recently completed a 10-year study in classrooms that effectively serve students with diverse learning needs. That study identified at least 14 different types of accommodations that could ensure success for students and still maintain the intensity and integrity of instruction and assessment. On the next page are descriptions and examples of these accommodations.



Photo by Rick McComb

Fifth-grader Adam Asher helps Stephanie Johnson with an assignment. Both benefit from a mentoring program for primary special education students at Minors Lane Elementary in Jefferson County. The 25 students in the primary special education class represent a wide range of ages and abilities. Teachers Sandra Bowyer and Peggy Wood collaborate to find accommodations that will best suit each child's learning style and ability. They work with students individually or in small groups, and they work with the class as a whole. “Whatever it takes, we try to do,” said Bowyer. “We (do what) we need to do to achieve student success. Sometime during every day, every child in the room works with both of us.”

What About Student Assessment and Special Needs?

Accommodations that are part of a student's IEP — those adaptations made for the student during continuous instruction — may be used to support the student's performance in state assessments. For more information, see “Procedures for the Inclusion of Special Populations in KIRIS and State-Required Norm-Referenced Assessments,” part of the 1997-98 District Assessment Coordinator Implementation Guide.

Accommodations in Education

14 Kinds of Adjustments That Help All Students Learn

On this page are 14 areas in which effective educators are changing instruction and assessment to meet the needs of *all* students, including those with special learning needs. Different kinds of accommodations provide appropriate opportunities for students to learn and express their knowledge in a variety of ways.

To get the most from this page, think about the types of questions you might ask about your instructional strategies and the assessments related to each strategy. Pull this section and place it with your lesson plan book to use as a guide when making decisions about teaching and evaluating student progress. See Page 6 for more information on accommodations in education.

1. Purpose of Instructional Exercise

The intent, goal, reason, objective or purpose of the exercise

Examples

- Participate in science activity to work on communication skills.
- Engage in distance learning of a foreign language while other students are working on basic language.

2. Order of Learning

The sequence, priority, progression or pattern of learning

Examples

- Student who may not recognize individual letters might be able to learn individual words.
- Student who may not have multiplication tables memorized might be able to compute them with a calculator. Move past tables to other concepts; use a calculator.

3. Difficulty of Task

The level of skill, approach to the problem or processes required to acquire or demonstrate knowledge

Examples

- Substitute addition problems for multiplication problems. For example, while the class solves $22 \times 3 = ?$, substitute $22 + 22 + 22 = ?$.
- Prior to class, give the student a study guide that highlights important information to be covered.

4. Time

The duration, cycle, length or intervals of learning or demonstrating knowledge

Examples

- Provide additional time for student to complete a task.
- Permit student to work on a large task in small time frames.
- Permit student to complete work in shortened amount of time.

5. Magnitude of Task

The dimensions, quantity, scope, size or proportions of the task.

Examples

- Allow a student to “check out” of an activity (for example, take a pre-test and if all concepts are acquired, move to next topic).
- Require student to present an analysis of one major literary character in a novel instead of four characters.

6. Pace

The rate, velocity or speed of learning or demonstration of knowledge

Examples

- Accelerate the history topic of the Civil War by pretesting and then teaching only the areas student doesn't already know.
- Work in 20-minute blocks, then have two-minute stretch sessions.

7. Materials — High- and Low-Level Technology

The equipment, fixtures, gear, supplies or furnishings appropriate for learning or demonstrating knowledge

Examples

- Audiotaped copies of reading materials
- Markers or large pens or pencils with grips for writing
- Telecommunications to access advanced-level content
- Large-print text books

8. Environment of Learning

The location and physical impact of learning and knowledge demonstration

Examples

- Use authentic locations for learning (for example, go to the store and make a purchase when working on making change from a dollar).
- Allow the student to lie on the floor while reading.

9. Level of Mastery

The degree of proficiency, aptitude or competence expected of the student

Examples

- In a timed mathematics drill, allow the student to focus on getting 50 percent correct while others focus on getting 100 percent correct.
- In a literature class, have the student write about one main character using factual information while other students are writing a psychological analysis of the character's personality.

10. Participation

The degree of interaction expected of the student

Examples

- Primary goal in group work is to demonstrate appropriate behavior.
- Student chooses between two books for a peer to read to her during silent reading.
- While other students work on activities in the class, student conducts research outside of the classroom, brings information back and reports to class.

11. Demonstration of Knowledge

How the student shows what he or she knows about a topic or has learned from an experience

Examples

- Give reports orally or via technology instead of in written essays; make presentations on audio or video tape.
- Create a piece of music or drama.

12. Level of Support

The amount of direct or indirect guidance, encouragement, backing or authorization a student requires for a learning activity or demonstration of knowledge

Examples

- Implement behavior management supports such as token reinforcements or contracts.
- Provide a scribe to record a student's response.
- Arrange for the student to work with a practicing scientist/mentor and complete a project at an advanced level to substitute for assignments in a regular class.

13. Instructional Procedures or Routines

The methods used to communicate and facilitate learning, set guidelines for learning and organize learning around a specific course

Examples

- Have student work as an individual or in small or large teams.
- Use pictures.
- Watch the first act of Macbeth, then read the first act to facilitate discussion.

14. Motivation Techniques

The extrinsic and intrinsic incentive, reward, bonus or value of the learning

Examples

- Set up menu of reinforcers and use token reinforcement system.
- Complete a contract.

Chart Your Own Professional Growth

Take this step-by-step path toward

By Anne Moll
Consultant for Instructional Strategies
Kentucky Department of Education

Ever wonder what it takes to get instruction and assessment aligned with issues related to students with disabilities? You are not alone.

According to teams of Kentucky teachers and administrators who have been working over the past 10 years to align instruction and assessment with services for students with disabilities in the general education setting, at least 10 components are essential for successful team approaches to the task.

1. Develop a common philosophy about serving all students.
2. Build a knowledge base of legal requirements.
3. Employ purposeful communication among team members.
4. Ensure common planning time with other professionals.
5. Jointly design and implement appropriate instruction and assessment.
6. Learn how to access support and resources (both people and materials).
7. Participate in professional development that connects content and skills to issues of students with diverse learning needs.
8. Be flexible.
9. Keep a sense of humor.
10. Be durable.

While flexibility, humor and durability cannot be specifically defined, the other seven attributes have distinct aspects that make serving students with disabilities a successful and rewarding experience. The chart on these pages represents the progression made by teams and individuals over time as they began and continue to implement instruction and assessment for students with disabilities in the general education environment. Use this grid to identify your current status and to chart a path toward appropriately serving all students, including those with disabilities.

Follow these steps:

1. Read each horizontal component row from left to right. As you read each row, mark the box that best describes where you are NOW in professional growth practices. Put today's date in that box.
2. In each row, mark where you want to be within one year.
3. Look at each row and decide which component(s) you want to work on.
4. In the "goals and strategies" column, write a measurable goal for each component you have chosen; working alone or with others, identify strategies that will help you reach your goal.
5. In the "evaluation" column, note how you will measure your progress — how you will know you have met your goal.
6. Evaluate your progress throughout the year. At the end of the year, start again with Step 1 to make plans for the second year. And so on.

Now you've determined how you will improve your practices in meeting the needs of all students. This is *your* plan. To make it work, share it with other team members and plan to work together in developing appropriate educational experiences for all children.

From Ineffective Practices

Common Philosophy I believe special education teachers have full responsibility for students with disabilities, even when the students are in the general education setting.	I believe special education teachers should have most of the responsibilities for students with disabilities, even when the students are in the general education setting.	I believe special education teachers should have most of the responsibilities for students with disabilities, even when the students are in the general education setting.
Legal Responsibility I have no idea what IEPs are, why students with disabilities have them or what my legal responsibilities are for implementing them.	I know a little about IEPs, but I don't understand their use or my legal responsibilities for implementing them.	I know a little about IEPs, but I don't understand their use or my legal responsibilities for implementing them.
Communication I do not communicate with other teachers about the needs of students with disabilities.	I communicate a little with other teachers about the needs of students with disabilities.	I communicate a little with other teachers about the needs of students with disabilities.
Planning I do not plan instruction and assessment with other teachers who serve students with disabilities.	I rarely plan instruction and assessment with other teachers who serve students with disabilities.	I rarely plan instruction and assessment with other teachers who serve students with disabilities.
Instruction and Assessment I design instruction and assessment based on content, grade level and year-end assessment.	I design instruction and assessment based on content, grade level and year-end assessment, and I sometimes take in to consideration the unique needs of students.	I design instruction and assessment based on content, grade level and year-end assessment, and I sometimes take in to consideration the unique needs of students.
I never use information from IEPs to design instruction and assessment.	I rarely refer to student IEPs (maybe only at the beginning and end of the year), but I sometimes use information from the IEPs to design instruction and assessment.	I rarely refer to student IEPs (maybe only at the beginning and end of the year), but I sometimes use information from the IEPs to design instruction and assessment.
I am uncomfortable making accommodations for any student.	I am uncomfortable using most accommodations for students with disabilities; I do not understand their purpose or how to implement them without jeopardizing the curriculum.	I am uncomfortable using most accommodations for students with disabilities; I do not understand their purpose or how to implement them without jeopardizing the curriculum.
I use one grading system (for example, the traditional format, with 60 below = F, 90 - 100 = A) to determine student grades.	I allow a little flexibility in grades (such as awarding earned extra credit), but I stick to traditional methods most of the time.	I allow a little flexibility in grades (such as awarding earned extra credit), but I stick to traditional methods most of the time.
Support and Resources I do not know of or access any support or resources for meeting the needs of students with disabilities.	I know of a few resources but rarely access them for assistance.	I know of a few resources but rarely access them for assistance.
Professional Development I never participate in professional development related to students with disabilities.	I seldom participate in professional development related to students with disabilities.	I seldom participate in professional development related to students with disabilities.
During professional development, I never ask questions to better understand the connections between curriculum, strategies and students with disabilities.	During professional development, I rarely ask questions to better understand the connections between curriculum, strategies and students with disabilities.	During professional development, I rarely ask questions to better understand the connections between curriculum, strategies and students with disabilities.

Professional Development Course



Meeting the needs of all students.

..... ***to Effective Practices***

My Goals and Strategies
for Professional Development

Evaluation:
How I Will Know I've Met Goals

I believe general education teachers should take some responsibility for students with disabilities in the general education setting, but more of the responsibility should be on the special education teacher.	I believe both general education and special education teachers should share equally in the responsibility for serving all students, including those with disabilities.		
I have a good idea what IEPs are, why students with disabilities have them and what my legal responsibilities are for implementing them.	I fully understand the purpose of IEPs and why students with disabilities have them and I understand my legal responsibilities for implementing them.		
I communicate frequently with other teachers about the needs of students with disabilities.	I continually communicate with other teachers about the needs of students with disabilities.		
I sometimes plan instruction and assessment with other teachers who serve students with disabilities.	I consistently and continually plan instruction and assessment with other teachers who serve students with disabilities.		
I frequently design instruction and assessment to meet unique needs of students.	I ensure that instruction and assessment are designed to meet unique needs of students, including those with disabilities.		
I frequently see student IEPs, and I often refer to IEPs as I design instruction and assessment.	I have copies of the IEPs for students in my classes, and I refer to them continuously as I design instruction and assessment.		
I understand obvious accommodations for students (for example, Braille for a blind student) but am uncomfortable with some accommodations I am asked to make for some students with disabilities.	I have a clear understanding of why accommodations are necessary for students with disabilities, and I readily provide appropriate accommodations without jeopardizing the curriculum.		
I allow for some flexibility in my grading system, offering one or two alternate methods to earn grades for some students.	I use individualized grading systems that take into account the different learning styles of all students, including those with disabilities.		
I know of resources and supports and sometimes access them for assistance.	I continually access resources and supports for assistance in serving students with disabilities.		
I frequently participate in professional development related to students with disabilities.	I continually participate in professional development related to students with disabilities.		
During professional development, I sometimes ask questions to better understand the connections between curriculum, strategies and students with disabilities.	During professional development, I always ask questions to better understand the connections between curriculum, strategies and students with disabilities.		

All Means All: How Three Schools Include Every Student

At White's Tower, Every Student is Special, All Students are Equal

By Sharon Crouch Farmer
Kentucky Department of Education

At White's Tower Elementary School in Kenton County, everybody goes to classes — together. The 38 enrolled students with special needs are interspersed with "general" education students, taught by "general" elementary classroom teachers and assisted by special education teachers or instructional aides as well as fellow students.

What happens in collaborative classrooms at White's Tower? The same things that happen in regular classrooms. Individual Education Programs (IEPs) are the center of learning for every child. "Each child has to meet the same standards, but the roads we take to achieve them are different to accommodate their unique ways of knowing, learning and achieving," said Jean Clayton, a special education teacher.

The White's Tower staff uses a variety of techniques to support learning by students with special needs in general classrooms:

- Specific skills are embedded into general instruction.
- Collaboration is a daily process.
- Cooperative group activities with defined roles give all students opportunities to exercise skills.

Special education and general teachers meet at the beginning of each year and continue to meet in planning periods throughout the year to review curriculum, develop activities with embedded skills and adapt learning materials and activities. The special education teachers meet weekly to exchange ideas and discuss issues.

General education teacher Debbie Morris says the success of students depends on teachers believing

that every student belongs there. That belief, she says, is reflected in instruction and discipline.

"Teachers need to use best practices, set high expectations, be flexible to daily needs and treat all students equally," Morris said. Andrea Smith, a general primary teacher, also subscribes to that philosophy in her classroom.

Flexibility, a skill underscored by special education teacher Mike Burdge, can be critical. "On any given day, adjustments in learning may be needed to ensure that a child achieves some level of success toward individual goals," Burdge said. "We never make adjustments to IEPs, only to the methods used to attain the IEP goals."

Adaptations used by special education teachers help ensure success. However, techniques as simple as breaking information down into small units can be useful, too. The resulting success in a general classroom of peers has distinct rewards for all students.

"These students gain confidence and self-esteem, their expectations are higher and the teachers push them harder than they would be pushed in a special setting," said Burdge, who was Kentucky's 1996 Special Education Teacher of the Year. "Strengths and weaknesses rise into view, sometimes simply because students are being exposed to activities, information, processes and behaviors for the first time."

At White's Tower, students are not isolated by their physical disabilities or their need for adapted learning strategies. Instead, they become teachers themselves, bringing a new perspective to subjects that sometimes become rote to general learners.



Students with diverse abilities enjoy being part of Peggy Baum's general education classroom at White's Tower Elementary in Kenton

Photo by Sharon Crouch Farmer

for me," O'Bryan said, "and that's one of the first things other teachers ask about. But it isn't any more than maybe an additional step in calculation."

Just as this individualized instruction helps ensure success for all students in his classes, his collaboration with special education teachers Denise Ranney and Lisa Herner helps minimize failure. The two strategic teachers — so called because they bring into the general classroom their

strategies for meeting special needs — work on a time-share basis with students during O'Bryan's science classes. One strategic teacher is always in his classroom to keep students on task and to help them understand assignments, complete projects or take notes. Students may be pulled out of the class for review prior to a test.

One strategic teacher directly serves eight students with disabilities in one science class. Though she works intently with those students' needs, she also can help other students, O'Bryan said. The strategic teachers also assist special education students during study periods.

"In most cases, the special education students are more prepared in my class than the average to above-average student because of this collaboration," he added.

O'Bryan has been part of a collaborative team for the past 10 years. He says he's sold on collaborating with strategic teachers in his classroom.

"I've found that what is good for special education, at-risk and struggling students is also good for others in the class," he said. "Collaboration and individual research really work for everyone."

Mount Washington Students Contract for Success

By Faun S. Fishback
Kentucky Department of Education

It's not so much how well a student does on a test in Jim O'Bryan's 7th-grade science class at Mount Washington Middle School that determines a report card grade, it's how well the student lives up to his or her contract for learning. Each grading period, O'Bryan offers students a variety of assignments that can be assessed in varying percentages for a final grade.

Because not every student is a good test taker, O'Bryan said, this strategy allows students to be graded on assignments that match the ways they learn best. Students contract to do projects — to make presentations, do science demonstrations, build models or conduct independent research — that can "count" more than test scores when O'Bryan tallies their final grades. They also get grades on class notebooks and participation.

"If you look at it just on the surface, it seems like a lot of work



Photo by Rick McComb

Science teacher Jim O'Bryan looks over the shoulder of student Jerid Smith while Denise Ranney, a specialist in learning and behavior disorders, observes the work of Samantha Lockett. Both students were measuring volume and mass for a classroom project at Mount Washington Middle School in Bullitt County. O'Bryan says collaboration between general classroom teachers and special education teachers benefits everyone.

At Grant County High, It's Algebra For All

by Sharon Crouch Farmer
Kentucky Department of Education

Grant County High School approaches mathematics and students with special needs a little differently from many other schools. Everyone — regardless of the level of mathematics functionality — is required to take a semester-long foundation course, Algebra I, before they can receive a diploma.

"It wasn't considered a popular move by some people in the beginning," admitted Principal Larry Davis. Two bits of information changed some attitudes:

1. A local industry requires its electricians and line workers to have an algebra background.
2. Motivated students would be

challenged to exceed the predetermined standards of achievement.

Special education teachers collaborate with general classroom teachers daily to determine instructional strategies. Those teachers also attend Algebra I classes with students and do "on-site" adaptations. Classwork, homework, standards, tests and weights are the same for each class of Algebra I.

"We assess middle school students to determine their level of knowledge and build our curriculum from that," Davis explained. "The result has been ongoing dialogue with the middle and elementary school teachers. As their students' levels of attainment go up, so will the standards in the Algebra I class."

At first, mathematics teacher Mike Croley "wasn't so sure" about the new approach. "I didn't believe I was trained to handle special needs, but I found out that many of the adaptations that were needed I was already doing in class."

Croley says students with special needs aren't the only ones who sometimes need special methods to learn.

Special education teacher Vicki Fowler adds that the algebra class has reaped a host of other rewards.

"Students take from that class the ability to analyze their errors, to investigate, to restate problems orally and express themselves in different ways," Fowler said.

The change has been good for teachers, too, according to Fowler.

"We've learned to approach math processes from different formats, to open our minds to the many different ways problems can be approached," she said.

The first-year failure rate was 19 percent — "much better than we expected," Davis admits, and lower than the failure rates in Pre-Algebra, which had been dropped from the curriculum.

Cheryl Workman, special education department head, said that in the past, students with special needs were excluded, by tradition if nothing else, from taking the ACT college entrance exam. "This year, six students in the department not only took the exam, but one scored a 22," Workman said. She credits the high level of expectations in mathematics with the increase in level of performance and participation.

After that first year of algebra, Davis was visited by two of his students, both of whom had special learning needs.

"They stopped by to thank me for making it possible for them to take algebra," Davis recalls, "an opportunity they would not have had in previous years."



Photo by Sharon Crouch Farmer

Grant County High School graduate Molly McComas, now a senior mathematics major at Northern Kentucky University, returns to her alma mater to tutor students, including sophomore Matt Nickell.

The ABCs of IDEA and Section 504

A Comparison of Two Federal Laws and Their Impact on Public Education

Compiled by Nancy Sander, Exceptional Child Education Specialist, Region 3 Service Center

	IDEA (Individual Disabilities Education Act)	Section 504 of the Rehabilitation Act of 1973
Type of Law	federal appropriations law	federal civil rights law
Provisions	financial assistance to local school districts to help educate students with disabilities	protects children and adults with disabilities against discrimination by agencies that receive federal funding
Persons Protected	students ages 3 - 20 who have at least one of 13 disabilities: hearing impairment, visual impairment, deafness, blindness, mental disability, orthopedic or physical disability or other health impairment; communication disorder, autism, specific learning disability, traumatic brain injury, developmental delay	children and adults who have a physical or mental disability that substantially limits a major life activity or who have a record of such an impairment (These factors are rarely used related to the education of students.)
Free and Appropriate Public Education	defined as special instruction and related services provided at no cost to parents for children or youth with educational disabilities	Local districts must develop policies and procedures that follow requirements outlined within Section 504.
Compliance Issues	Local districts must develop and implement policies and procedures that follow state regulations for special education and federal IDEA requirements.	defined as special education or regular education and related services
Monitoring Agency	Kentucky Department of Education's Division of Exceptional Children Services; U.S. Department of Education's Office of Special Education Programs	U.S. Office of Civil Rights
Notice	requires written notice to parents for identification, evaluation and placement and each time the district proposes or refuses to begin, continue or change the identification, evaluation, placement or provision of free and appropriate education for a student with a disability	requires notice related to identification, evaluation and placement
Decision Making	Admissions and Release Committee (ARC) makes decisions on referrals, need for evaluation, Individual Education Programs (IEPs), placement and reevaluation. Required on the committee: a parent, administrator, regular education teacher, special education teacher, the student (when appropriate) and others as requested	Decisions are made by individuals knowledgeable about the student and about assessments, data and placement options.
Evaluation	<ul style="list-style-type: none"> • informed, written consent from parent • no cost to parent • full and individual evaluation of educational needs prior to services • specific requirements for tests and their administration • reevaluation every three years or sooner when appropriate 	<ul style="list-style-type: none"> • parents must be informed • no cost to parents • preplacement evaluation before initial placement and any subsequent significant change in placement • specific requirements for tests • periodic reevaluation
Instructional Plan	IEP is required to be in effect at the beginning of each school year. IEP must include present level of performance; annual goals; short-term objectives (benchmarks); special education and related services; supplementary aids and service; extent, if any, to which the student will not participate with non-disabled peers in the regular classroom; statement of modifications in statewide or districtwide assessment; projected date for beginning service; anticipated frequency, location and duration of services/modifications; for ages 14 and older, a statement of transition needs, statement regarding how progress will be measured and reported to parents.	Written 504 plan is based on local district policy and procedure.
Educated with Non-Disabled Peers	Maximum extent appropriate in least restrictive environment	Maximum extent appropriate in least restrictive environment
Grievance Procedures	Procedures for requesting mediation, complaints and due process hearings are handled by the Kentucky Department of Education.	Local school district has policies and procedures for investigating alleged noncompliances and for impartial hearings. An individual may file a complaint with the Office of Civil Rights at any time.
Funding	Districts receive additional federal and state funds to assist in provision of services.	No funding is attached to this law.
Suspension from School	Under both laws, specific procedures must be followed when a student with a disability and an IEP or 504 plan is suspended from school.	

RESOURCES

For More About Meeting the Learning Needs of All Students . . .

Compiled by Mike Waford
Kentucky Department of Education

Department of Education Consultants

- Mike Armstrong, Director, Division of Exceptional Children Services, (502) 564-4970; marmstro@kde.state.ky.us
- Preston Lewis, (502) 564-4970; plewis@kde.state.ky.us — for information on meeting the needs of students with severe disabilities
- Anne Moll, (502) 564-2672; amoll@kde.state.ky.us — for information about mild mental disabilities, autism, collaboration initiatives
- Nancy LaCount, (502) 564-2672; nlacount@kde.state.ky.us — for information about learning disabilities and attention deficit disorder; curriculum, assessment and instruction for students with disabilities; and professional development for educators

Visit **Diversity Heights**

Academic Village for Special Populations

www.diversity.fayette.k12.ky.us

Collaboration and Inclusion

- Counterpoint, published by the National Association of State Directors of Special Education. Spring 1998 edition includes an article, "Overcoming Challenges in Educating Diverse Learners: The Dual-Service System," presenting the Kentucky Department of Education's Collaborative Teaching Model Training Project. Also includes other articles plus leads to other resources. Request copies by writing on letterhead to Counterpoint Editor,

Dept. 230, LRP Publications, 747 Dresher Rd., Suite 500, Horsham, PA 19044-0980 or fax to (215) 784-9014. Include number of copies requested, the group to whom they will be disseminated and the purpose.

- Inclusion in Secondary Schools: Bold Initiatives Challenging Change — a collection of stories about several secondary schools that faced changes to the status quo to achieve better inclusion. Includes a list of resource organizations and materials. Edited by Daniel D. Sage. Published by National Professional Resources, 25 S. Regent St., Port Chester, NY 10573. To order, call (800) 453-7461.

Cooperative Learning

- Acton, H. & Zabatany, L. Interaction and performance within cooperative groups: Effects on non-handicapped students' attitudes toward their mildly mentally retarded peers. *American Journal on Mental Retardation*, 93(1), pages 16-23.
- Johnson, D. & Johnson, R. The socialization and achievement crisis: Are cooperative learning experiences in the solution? In L. Bickman (Ed.), *Applied Social Psychology Annual*, vol. 4. Beverly Hills, Calif.: Sage Publications.
- Johnson, D. & Johnson, R. Mainstreaming and cooperative learning strategies. *Exceptional Children*, 52(6), pages 553-561.
- Johnson, D. & Johnson, R., DeWeerd, N., Lyons, V., & Zaidman, B. Integrating severely adaptive handicapped 7th-grade students into constructive relationships with non-handicapped peers in science class. *American Journal of Mental Deficiency*, 87(6), pages 611-618.
- Johnson, D. & Johnson, R., &

Holubec, E. *Cooperation in the Classroom*, revised. Edina, Minn: Interaction Book Company.

Students With Severe Disabilities

- Jacqui Farmer Kearns, Kentucky Systems Change Project, Human Development Institute - UAP, 320 Mineral Industries Bldg., University of Kentucky, Lexington, KY 40506; (606) 257-3560
- Brinker, R. P., & Thorpe, M. E. Integration of severely handicapped students and the proportion of IEP objectives achieved. *Exceptional Children*, vol. 51, pages 168-175.
- Falvey, M. (1996). *Inclusive and Heterogeneous Schooling*. Baltimore: Paul H. Brookes.

- Gaylord-Ross, R., & Peck, C.A. Integration efforts for students with severe mental retardation. In *Severe Mental Retardation: From Theory to Practice*, edited by D. Binker and J. Filler (pages 185-207). Reston, VA: Council for Exceptional Children, Division of Mental Retardation.

- Jorgensen, C. (1998). *Restructuring High Schools for All Students*. Baltimore: Paul H. Brookes.

- Stainback, S. & Stainback, W. *Support Networks for Inclusive Schooling* (pages 3-23). Baltimore: Paul H. Brookes.

- Stainback, S. & Stainback, W. (1992). *Curriculum Considerations for Inclusive Classrooms: Facilitating Learning for All Students*. Baltimore: Paul H. Brookes.

Special Education Mediation

What is it?

Mediation is a confidential, informal process in which the parties involved are given the opportunity through a mediator to resolve their differences and find a satisfactory solution.

Why choose it?

- Mediation is a non-adversarial process that promotes communication, problem solving and long-term relationships.
- Parties collaborate and compromise in seeking to reach agreement.
- Mediators' expenses are paid by the Kentucky Department of Education.
- Mediation can be completed in less time than a complaint or hearing process.
- Rights to file a formal complaint or request a due process hearing are maintained.

For more information about special education mediation, call the Division of Exceptional Children Services at (502) 564-4970.

Conferences and Workshops

School-to-Work

June 21-23, Commonwealth Convention Center, Louisville. Sponsored by Department of Education, Department for Technical Education and Office of School-to-Work. For administrators, guidance counselors, academic and vocational teachers. Leadership hours for principals and counselors. Effective practices in Tech Prep, School-to-Work and Vocational Education Programs; emphasis on Kentucky's new Program of Studies. \$55 preregistration fee due by June 12. Purchase orders due May 15. Contact Wynnee Hecker, Division of Secondary Vocational Education at (502) 564-3472.

Early Childhood

June 22-24, Executive West Hotel, Louisville. Summer conference presented by Early Childhood Regional Training Centers. Co-sponsors: Even Start, Family Resource/Youth Services Centers, Integrated Resources in Schools. Keynote address, eight preconference workshops, 75 breakout sessions. Contact Ashland Regional Training Center, (606) 327-2742.

Air Quality Resource Guide Workshops

Five-hour workshops: June 9, Burlington; June 10, Prestonsburg; June 11, Dawson Springs; June 12, Frankfort. Sponsored for P-12 teachers by the Kentucky Division for Air Quality. Participants receive the new "Air Quality Environmental Resource Guide" and ideas for integrating lessons into existing curricula. Each workshop limited to 30 teachers. Contact Lillie Cox at (502) 573-3382. 281-0225.

Weatherization/Audit Training for Students

Sept. 27-29, Kentucky Leadership Center, Jabez. One teacher and two students from each participating high school and vocational school at-

tend Students Weatherization/Audit Training (SWAT, Jr.), then lead energy conservation activities at their schools. SWAT teams will do energy audits and identify ways to reduce their schools' energy consumption, save money and help the environment. Opportunities for interdisciplinary, real-world, hands-on problem solving. Sponsor: Kentucky Division of Energy. Contact Greg Guess or Ginny Bobbitt at (800) 282-0868.

Mathematics and Science

Regional institutes to update content/instructional knowledge for implementing changes in the Kentucky Program of Studies and graduation requirements in mathematics and science. For P-12 mathematics, science, Title I and Special Education teachers. Strands on P-12 algebra, elementary physical science, middle school science content, high school earth/space science. Request details and registration forms from local professional development coordinators or the contacts listed.

Region 1—Lone Oak High School, Paducah, July 27-29 — Teri Lampkins, (502) 898-5432, teri@vci.net

Region 1/2—Hopkins County Central High, Madisonville, July 7-9 — Jane Martin, Badgett Center, (502) 821-4909

Region 2—Greenwood High School (tentative site), Bowling Green, July 7-9 — Lisa Willian, (502) 524-1000, lwillian@hchs.hart.k12.ky.us

Region 3—Jefferson County, Louisville, during June and August — Pam Boykin, (502) 485-3055, pboykin1@jefferson.k12.ky.us

Region 4—Carroll County High School, Carrollton, July 27-29 — Diane Hatfield, (606) 292-6778, extension 18, dhatfiel@kde.state.ky.us

Region 5—Woodford County High School, Versailles, July 28-30 — Suzann McCombs, (606) 277-2851, smccombs@bourbon.k12.ky.us

Region 6—South Laurel High, London, July 28-30 — Joy Cooke, (606) 986-4911, jcooke@berea.k12.ky.us

Region 7—Morehead State University, July 6-8 — Susan Nichols, (606) 473-5219, snichols@dragg.net

Region 8—Allen Central High School, Prestonsburg, July 21-23 — Joyce Watson, (606) 886-3522 ext. 132, jwatson@floyd.k12.ky.us

"Support for Schools" Workshops Postponed

The four regional "Building Support for Public Schools" workshops, originally scheduled for June, have been postponed. The sponsors, the Kentucky School Public Relations Association and the Kentucky Department of Education, hope to reschedule the events at times when more educators can participate.

Preregistration checks and purchase orders are being returned. If you need more information, contact Armando Arrastia at (502) 564-3421 or aarrastia@kde.state.ky.us.

Fairdale High Deserves Credit for "R U Bossy" Approach

The February 1998 issue of *Kentucky Teacher* reprinted an article describing McNabb Elementary School's success with KIRIS Kids Club, a test preparation program that uses the acrostic "R U Bossy" to review test answers. Students of Fairdale High School in Jefferson County developed "R U Bossy" three years ago and shared it with various schools throughout the state.

Applause to Fairdale High for developing and sharing a strategy that is making a difference there and in other schools statewide. If your school has developed original approaches to instruction and test preparation, please share your ideas with *Kentucky Teacher*, 500 Mero St., Frankfort, KY 40601; (502) 564-3421; kyteach@kde.state.ky.us.

New Kentucky History Resource Available

Now available is the premiere issue of "Kentucky Connections: Teaching With History and Heritage," a teacher-written publication of the Resource Center for Heritage Education. The issue features four migration-related articles:

- "Leaving Home: Appalachian Out-Migration" by Janet O'Connell (East Jessamine County High School)
- "One Family's Story: Migration and Family Farming in Kentucky" by Mary Ann Chamberlain (Meadowthorpe Elementary School, Fayette County)
- "From Slave to Soldier: Camp Nelson and the African American Experience" by Sonya Gardner (Franklin County High School)
- "Logs and Hogs: Folk Tradition in Architecture and Foodways" by Michael Ann Williams (Western Kentucky University) and David Baxter (Bowling Green/Warren County Schools)

Each article highlights an aspect of Kentucky history not previously readily accessible to teachers and includes suggestions for classroom activities. The issue also includes "How Did I Get Here? Using Genealogy in the Classroom," plus bibliographies and suggested field trip destinations.

To receive a free copy of the 1998 "Kentucky Connections: Teaching With History and Heritage," mail a request on school letterhead to Kentucky Resource Center for Heritage Education, PO Box 1792, Frankfort, KY 40602.

The Resource Center for Heritage Education is a partnership of the Kentucky Heritage Council and the Kentucky Historical Society, two agencies in the Education, Arts and Humanities Cabinet. The center offers grants to schools for developing local history projects and curriculum and mini-grants to assist in field trips to nearby historic places. Call Betty Fugate at the Kentucky Historical Society, (502) 564-0472, to be placed on a mailing list for future notices on grants and other programs.

THE BULLETIN BOARD

By Lisa York Gross
Kentucky Department of Education

New-Teacher Project Seeks Elementary Teachers

The Kentucky Education Professional Standards Board seeks certified, practicing elementary teachers and college-level teachers to serve on the Elementary Education Task Force for the New-Teacher On-Demand Assessment Project. The task force will develop on-demand assessment tasks with scoring rubrics for use in teacher preparation programs at Kentucky colleges and universities.

The task force is expected to meet three times this year, with stipends for attendance and travel reimbursement for every meeting.

CONTACT: Toni Lewis, 1024 Capital Center Drive, Frankfort, KY 40601; (502) 573-4606; tlewis@kde.state.ky.us

'Fifth' Offers Statewide Professional Development

Forward in the Fifth, a private, nonprofit, education-based organization, will offer professional development opportunities to Kentucky teachers, library media specialists and other school personnel through its Library Power Program. Sessions will begin this summer and run through December.

July 8-10 — Summer Institute '98, Radisson Plaza Hotel, Lexington (science, history, developing leadership skills, time management, research practices and project ideas)

Aug. 29 — Reaching All Children, Lake Cumberland State Resort Park (multiple intelligences and arts)

Nov. 7 — Reaching All Children, Cumberland Falls State Resort Park

Sept. 12 — Technology Workshop, Tate's Creek High, Lexington (hands-on computer experience with skilled instructors)

Oct. 17 — Technology Workshop, Monroe County

Oct. 3 — Collaboration Workshop, Eastern Kentucky University (basic principles of collaboration and collaborative research; sharing of best practices and successful projects)

Dec. 4-5 — Winter Workshop '98, Eastern Kentucky University (a variety of topics for varying levels; Appalachian heritage and culture, mathematics and more)

CONTACT: Lisa Gay, Forward in the Fifth, 433 Chestnut St., Berea, KY 40403; (606) 986-3696; lgay@fif.org

'Start With the Arts' Training Now Available for Teachers

Training is now available on "Start With the Arts," a program for children ages 4-6. Teachers can integrate this interactive program into the existing curriculum to help students improve literacy and communication skills through arts experiences. This inclusionary program can be adapted for children with disabilities.

CONTACT: Mary Claire O'Neal, Program Director, Very Special Arts Kentucky, 8th Floor, 500 Mero St., Frankfort, KY 40601; (502) 564-4970; moneal@kde.state.ky.us

EKU Offers Course for Teaching High School Arts and Humanities

In the fall 1998 semester, Eastern Kentucky University will offer a graduate-level course in teaching high school arts and humanities, including expressions in music, dance, drama and literature as they relate to units of study in visual art.

This hands-on methods course will include a review of criticism, aesthetics and cultural influences, all part of the 11th-grade Core Content document. Course instructors encourage high school teachers to participate in teams.

The class will meet from 6 to 8:45 on Monday evenings. It offers three hours of graduate degree credit.

CONTACT: Imogene Ramsey, Department of Curriculum and Instruction, Eastern Kentucky University; (606) 622-2154

Social Studies Council Schedules Statewide Conference

The Kentucky Council for the Social Studies will hold its annual fall conference Sept. 17 and 18 at the Radisson Hotel in Lexington. The agenda includes a look at Kentucky's new Program of Studies and its implications for social studies curriculum, a review of developments in the assessment program, and workshops on content area writing pieces.

Contact: Nancy Gilligan, Fayette County Schools, 701 East Main St., Lexington, KY 40502; ngilligan@Fayette.k12.ky.us; (606) 281-0225

Check Out the Kentucky Geographic Alliance

The revitalized Kentucky Geographic Alliance provides direction and content for the implementation of state and national standards through geography and earth science education. Teachers and institutions can call on the alliance for professional development, implementation strategies, assessment and the design and distribution of curriculum materials.

Information on the alliance and its \$1,000 standards-based unit development grants will soon be available on the Web at www.kga.org.

CONTACT: Keith Mountain, Coordinator, Kentucky Geographic Alliance, University of Louisville, Louisville, KY 40292; (502) 852-6844; krmoun01@ulkyvm.louisville.edu

Aviation Museum Announces Summer Opportunities

The Aviation Museum of Kentucky has announced summer opportunities for teachers and students. All will take place at the museum at Lexington's Bluegrass Airport. For details, phone Ed Murphy at (606) 281-0242 or e-mail emurphy@fayette.k12.ky.us.

- Teacher workshop #F-01, featuring NASA education specialist Norman Poff — June 11, 8:30 a.m. to 3:30 p.m. (ET). Fee: \$35. Phone (606) 253-3356.

- Teacher workshop #F-02, on aviation as a resource for achieving learning goals — June 12, 8:30 a.m. to 3:30 p.m. (ET). Fee: \$35. Phone (606) 253-3356.

- Aviation Day Camp for students 10-15 years of age — Morning or afternoon sessions in three-day camps: June 15-17, June 29-July 1, July 13-15 and July 20-22. Teacher-conducted sessions plus opportunities to fly and help pilot a plane. Fee: \$165. Contact Loretta Taylor at (606) 263-9204. Note: Teachers may be needed for the day camp. If interested, phone Ed Murphy at (606) 281-0242 or Loretta Taylor at (606) 263-9204.

- Aviation Course for Elementary or Middle School Teachers — Three semester hours of graduate credit from Eastern Kentucky University. Science teaching activities related to aviation and space. 9 to 11:30 a.m., July 7-28. Tuition \$372 (possibly paid with Eisenhower Act Science/Math funds). Contact Robert Miller, Science Education Center, ECU, Richmond, KY 40475-3123; phone (606) 622-2167; ele1miller@acs.eku.edu.

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Conference Will Spotlight Strategies for Keeping Students in School


Nationally recognized speakers and Kentucky educators will present effective strategies for “Building Bridges to Keep Students in School” during the Conference on Dropout Prevention, July 28-30 at Louisville’s Executive West Hotel. In addition, students will talk about practices that have been most effective in keeping them in school.

Workshops and presentations will spotlight strategies and programs that support success for all students. Among the topics are academic learning, social competence and behavioral responsibility, student health and physical well-being, parent involvement, community resources, safe schools, equity and diversity.

The Department of Education designed the conference for drop-out prevention coordinators, teachers, support staff, guidance counselors, district administrators, parents, family resource and youth services center directors and community leaders. The event incorporates the Extended School Services Conference. Professional development and leadership credit are available.

Details are available from Charles Whaley or Pat Ellis at (502) 564-3678. Send e-mail inquiries to pellis@kde.state.ky.us.

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News for the Nation’s Most Innovative Educators

May 1998



DEEP IN THOUGHT — Alex Hill, an 8-year-old student at Minors Lane Elementary in Jefferson County, works on a writing assignment.

Photo by Rick McComb

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